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ABSTRACT

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and apprizes the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, (3) available related findings, and (4) summary, including additional analysis of data, conclusions, and recommendations. Data were collected from interviews with selected personnel from the Illinois State Office of the Superintendent of Public Instruction; reaction reports from teachers, administrators, state ESEA Title I personnel, and university personnel; onsite visitations by Title I staff and university consultants; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (EA)

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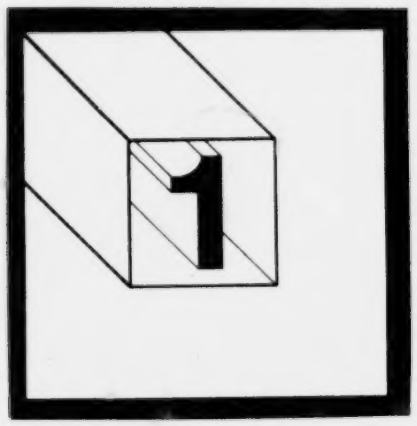

STATE OF ILLINOIS
1969
ANNUAL EVALUATION REPORT
FOR TITLE I, PUBLIC LAW 89-10, PROJECTS

EA 003 689

STATE OF ILLINOIS

1969

ANNUAL EVALUATION REPORT

FOR TITLE I, PUBLIC LAW 89-10, PROJECTS

Issued by
OFFICE OF THE
SUPERINTENDENT OF PUBLIC INSTRUCTION
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Superintendent

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NOTE: The above appendixes are not included in this printed edition of the 1969 evaluation. They have been filed with the United States Office of Education and the Department of Title I, Office of the Superintendent of Public Instruction, and are available upon request.

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INTRODUCTION

In the 1960's, American education began to articulate an awareness that large numbers of children enrolled in our public schools were not being educated very well. These children were described as "culturally deprived," "educationally disadvantaged," "the socially denied," or just plain "difficult." Whatever the descriptive term employed, these children were not performing well in school and were in great danger of becoming school drop-outs and social liabilities. There was rightful concern for these students both nationally and in the State of Illinois. Both on the national scene and in the State, a program of crisis intervention was mounted and programs of compensatory education were set up with funds made available by the Elementary and Secondary Education Act.

In the State of Illinois, the Office of the Superintendent of Public Instruction placed the responsibility for compensatory education in the Division of Special Education Services. Within this division, the Department of Title I was created and charged with the responsibility for implementing and evaluating programs under that title. An evaluation annually of compensatory programs is required by the Federal as well as the State government. This report discusses the Illinois program of compensatory education for the 1968-69 school year.

ORGANIZATION

This evaluation of the 1968-69 Illinois Title I program is intended to be a measure of the extent and effectiveness of these programs and is a report to the publics and the Legislature of Illinois, appraising them of program outcomes. However, it is designed also as a response to the United States Office of Education required State Annual Evaluation Report for the fiscal year ending June 30, 1969. Consequently, the general format for developing this evaluation is described as follows:

1. United States Office of Education questions will be responded to according to the sequence listed in the United States Office of Education Questionnaire (see Appendix A).
2. Supplementary or background information will be provided whenever applicable when responding to a given United States Office of Education question.
3. Related findings will accompany United States Office of Education question responses when available.
4. A summary including additional analysis of data, conclusions, and recommendations will be presented.

The supplementary State Annual Evaluation Report, Title I, ESEA, fiscal year 1969 (LEA programs for low-income areas) has been responded to and submitted under separate cover according to the sequence listed in the United States Office of Education form questionnaire (see Appendix B).

COLLECTION OF DATA

Several approaches were used to collect data for this evaluation:

1. Selected Office of the Superintendent of Public Instruction personnel were interviewed and requested to complete questions or a memorandum. (See Appendix C.)
2. Conference participants' reactions were collected and summarized (teachers, LEA administrators, State Title I personnel, and university consultants). (See Appendixes D and E.)
3. On-site visitations were conducted by Title I staff and university consultants. (See Appendix F and Office of the Superintendent of Public Instruction's Publication: A New Look at Title One.)
4. Project proposals were reviewed. (See Appendix G for project proposal forms.)
5. An Illinois instrument including an evaluation questionnaire, an evaluation supplementary report, and an evaluation narrative report was developed and distributed to all local educational agency Title I directors and all Chicago activity directors. (N=approximately 954, including 38 Chicago activities.) Responses were subsequently summarized and analyzed. (See Appendix H--Total Administrator Response to Illinois Evaluation Questionnaire, Appendix I--Administrator Response According to Budget Size, Appendix J.)
6. Office of the Superintendent of Public Instruction correspondence related to selected topics was reviewed.

7. Illinois evaluation questionnaires were distributed to selected groups of Title I teachers (N=120). Responses were subsequently summarized and analyzed. (See Appendix H; also see total teacher response, Appendix I.)

Typical local educational agency programs were used to respond to selected United States Office of Education questions rather than obtaining summaries of all State of Illinois local educational agency activities related to a given question.

ANALYSES OF THE DATA

Subjective analyses of the data were more prevalent than objective analyses. However, an unsatisfactory attempt was made to statistically analyze selected Illinois evaluation questionnaire items according to administrator and teacher responses and project size.

RECOMMENDATIONS

General recommendations will be presented in the concluding summary.

LIMITATIONS OF THE STUDY

It is apparent the findings in this report are preliminary and further analyses should be conducted. The nonobjective data gathered should be the subject of later investigations. This evaluation does not take into account programs, projects, and activities supported through Public Law 89-750 or Public Law 89-313. These were evaluated and submitted under separate cover to the United States Office of Education.

Further description of collection of data, analyses of data, recommendations, and limitations of the study will be presented when appropriate to accompany responses to selected United States Office of Education questions.

The validity and reliability of the Illinois evaluation questionnaire, evaluation supplementary and evaluation narrative reports and collected responses may be questioned since some degree of inconsistancy in responding is evident. However, general trends may be indicated. Also apparent is the absence of any response to given items by individual respondents. Other limitations are (1) larger urban areas are probably not well represented in the sample, and (2) teachers were not randomly selected.

STATE OF ILLINOIS

ORGANIZATION AND ADMINISTRATION

OF TITLE I, ESEA, PUBLIC LAW 89-10

An organizational chart of the Office of the Superintendent of Public Instruction is given on page 8. All of the services provided by any given division are available to the Title I, Compensatory Education Section.

An Illinois Title I Advisory Council has been organized and its membership is as follows:

Doctor John H. O'Neill
Associate Superintendent
Office of the Superintendent
of Public Instruction
302 State Office Building
Springfield, Illinois 62706

Mr. W. E. McAllister
Superintendent of Schools
Centralia Common School
District #135
200 South Pine Street
Centralia, Illinois 62801

Mr. Julien D. Drayton
Chicago Public Schools
228 North LaSalle Street
Chicago, Illinois 60601

Reverend Edward Ziegler
Westminster Presbyterian Church
533 South Walnut Street
Springfield, Illinois 62704

Mr. John Hartog
Director, Title I
Freeport Public Schools
1205 South Chicago Avenue
Freeport, Illinois 61032

Mr. Virgil Judge
President
Lake Land College
1921 Richmond
Mattoon, Illinois 61938

Dr. Ben Hubbard
Illinois State University
Normal, Illinois 61761

Regularly employed Title I personnel are listed below:

Professional Staff Members

ADMINISTRATORS

Noah S. Neace	Director
M. D. Clinton	Assistant Director
Bill Lash	Assistant Director
Raymond J. Quick	Assistant Director
Elmer O. Ziegler	Assistant Director
Ruth Dunbar	Assistant Director
R. C. Sorrells	Office Manager

SUPERVISORS

K. Jack Lipe	Region I
R. M. Millikin	Region II
Reino O. Nori	Region II
Norman Arnold	Region III
Dorman R. Ford	Region IV
H. Wendell Spangler	Regions III and V
Lester D. Taylor	Regions IV, V, and VI
Mont Davis, Jr.	Region VI
D. K. Darling	Regions V and VI

SUPERVISORS

Lon M. Scott	Special Projects
Harold D. Voyles	State Institutions
Pio Caracheo	Migrant Program
John Churchill	Project Approvals

CLAIMS AND STATISTICS PERSONNEL

Stanley Martin	Statistical Supervisor
Adolph Goldman	Bookkeeper

COMPUTER PERSONNEL

Joseph Dittmaier	Systems Analyst

There are ten secretarial and clerical positions.

See Figure 1 for supervisory regions. Due to geographical size, there is some regional overlapping by Title I supervisors.

ORGANIZATIONAL CHART
PEOPLE OF THE STATE OF ILLINOIS

SUPERINTENDENT OF PUBLIC INSTRUCTION

DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION*

ADMINISTRATIVE ASSISTANT

ADMINISTRATIVE ASSISTANT

STATE TEACHERS RETIREMENT SYSTEM†

DEPUTY SUPERINTENDENT

ASSISTANT SUPERINTENDENT
School-Community Relations and Personnel
- I. Personnel
- II. School-Community Relations
  - A. Education Relations
  - B. Public Relations

ASSISTANT SUPERINTENDENT
Auditing
- I. School Auditing
  - A. Federal Funds
  - B. Internal Audits
  - C. State Funds
- II. Special Assignments

ASSISTANT SUPERINTENDENT
Division of Planning and Development
- I. Educational Research
  - A. Research and Development
  - B. Title IV, Public Law 89-10
- II. Program Development
  - A. Coordination of Public Law 89-10
  - B. Title V, PL 89-10
- III. Title III, PL 89-10

ASSISTANT SUPERINTENDENT COMPTROLLER
Division of School Law
- I. Assistant Legal Advisor Federal
- II. Assistant Legal Advisor State and Local
- III. School Legislation

Division of Budget and Property Control
- I. Budget Control
- II. Property Control
- III. Purchasing and Requisitions
- IV. Records Control

ASSISTANT SUPERINTENDENT
Division of State and Federal Relations
Division of State and Federal Relations
- II. Office Liaison with State and Federal Agencies

ASSISTANT SUPERINTENDENT
Division of Teacher Certification and Higher Education
- I. Degree-Granting Institutions
- II. Private Four-Year Colleges
- III. Private Junior Colleges
- IV. Public Junior Colleges
- V. State Teacher Certification Board‡
  - A. Teacher Education
  - B. Teacher Recruitment
- VI. Teacher Corps
- VII. Two-Year Nursing Programs

ASSOCIATE SUPERINTENDENT

ASSOCIATE SUPERINTENDENT

ASSISTANT SUPERINTENDENT
Division of Pupil Services
- I. Educational Opportunities Program
- II. Guidance Mobile Unit Program
- III. Pupil Personnel Services
  - A. Counseling
  - B. Psychology
  - C. Social Work
  - D. Testing
  - E. Title V, NDEA
- IV. Pupil Transportation
- V. Scholarships
- VI. School Lunch

ASSISTANT SUPERINTENDENT
Division of Recognition and Supervision
- I. Human Relations
- II. Regional Program Development
  - A. Region I
  - B. Region II
  - C. Region III
  - D. Region IV
  - E. Region V
  - F. Region VI
- III. Safety Education
  - A. Civil Defense
  - B. Driver Education
- IV. School Buildings
- V. School District Organization

ASSISTANT SUPERINTENDENT
Division of Finance and Statistics
- I. Finance
  - A. Claim Adjustments
  - B. School Accounting
  - C. School Claims
- II. Report Coordination
- III. Special Claims and Title X, NDEA
  - A. NDEA, Title X
  - B. Prior Claims
  - C. Public Law 815
  - D. Public Law 874
- IV. Statistics
  - A. Data Center
  - B. Statistical Reporting

ASSISTANT SUPERINTENDENT
Division of Continuing Education
- I. Adult Education
  - A. Adult Classes, Section 14-38
  - B. Education Programs — Department of Mental Health
  - C. Education Programs — Penal Institutions and Youth Commission
  - D. G.E.D. Testing Program
  - E. Public Aid Recipients, Section 10-22.20
  - F. Title III, PL 89-750 Federal Adult Education Act
  - G. Veterans' Education
- II. Adult Programs and Veterans' Education
  - A. Private Business Schools
  - B. Veterans' Approval Agency

ASSISTANT SUPERINTENDENT
Division of Instruction
- I. Conservation Education
- II. Curriculum Development
  - A. Illinois Curriculum Council
  - B. Regional Curriculum Development
- III. Curriculum Services
  - A. Art
  - B. Consumer Education
  - C. Foreign Language
  - D. Industrial Arts
  - E. Language Arts
  - F. Mathematics
  - G. Music
  - H. Physical Education
  - I. Science
  - J. Social Studies
  - K. Speech - Drama
  - L. Art Travelor Mobile Unit
- IV. Health Education
  - A. School Nurse Program
  - B. Sex Education
- V. Instructional Materials
  - A. Audio-visual
  - B. Instructional Materials Center
  - C. Library
  - D. Title II, PL 89-10
- VI. Instructional Television
- VII. Textbooks and Publications
- VIII. Title III, NDEA

ASSISTANT SUPERINTENDENT
Division of Special Education Services
- I. Educational Materials Center Handicapped Children
- II. Educational Materials Center Visually Handicapped
- III. Program Development for Gifted Children
  - A. Consultants
  - B. Demonstration Centers
- IV. Special Education Program Development and Evaluation
  - A. Cooperative Programs
  - B. County Committees
  - C. Regional Consultants
  - D. Special Consultants
- V. Special Projects
- VI. Title I, PL 89-10 Compensatory Education
- VII. Title VI, PL 89-10

ASSISTANT SUPERINTENDENT
Division of Internal Operations and Special Programs
- I. Carbondale Educational Center
- II. Chicago Educational Center
- III. Office and Building Rental Management
- IV. Office Operations
  - A. Custodians
  - B. Mail, Duplicating, Printing
  - C. Messengers
  - D. Office Management
  - E. Receptionists
- V. Security Control
- VI. Special Program Assignments
- VII. Warehouse Management

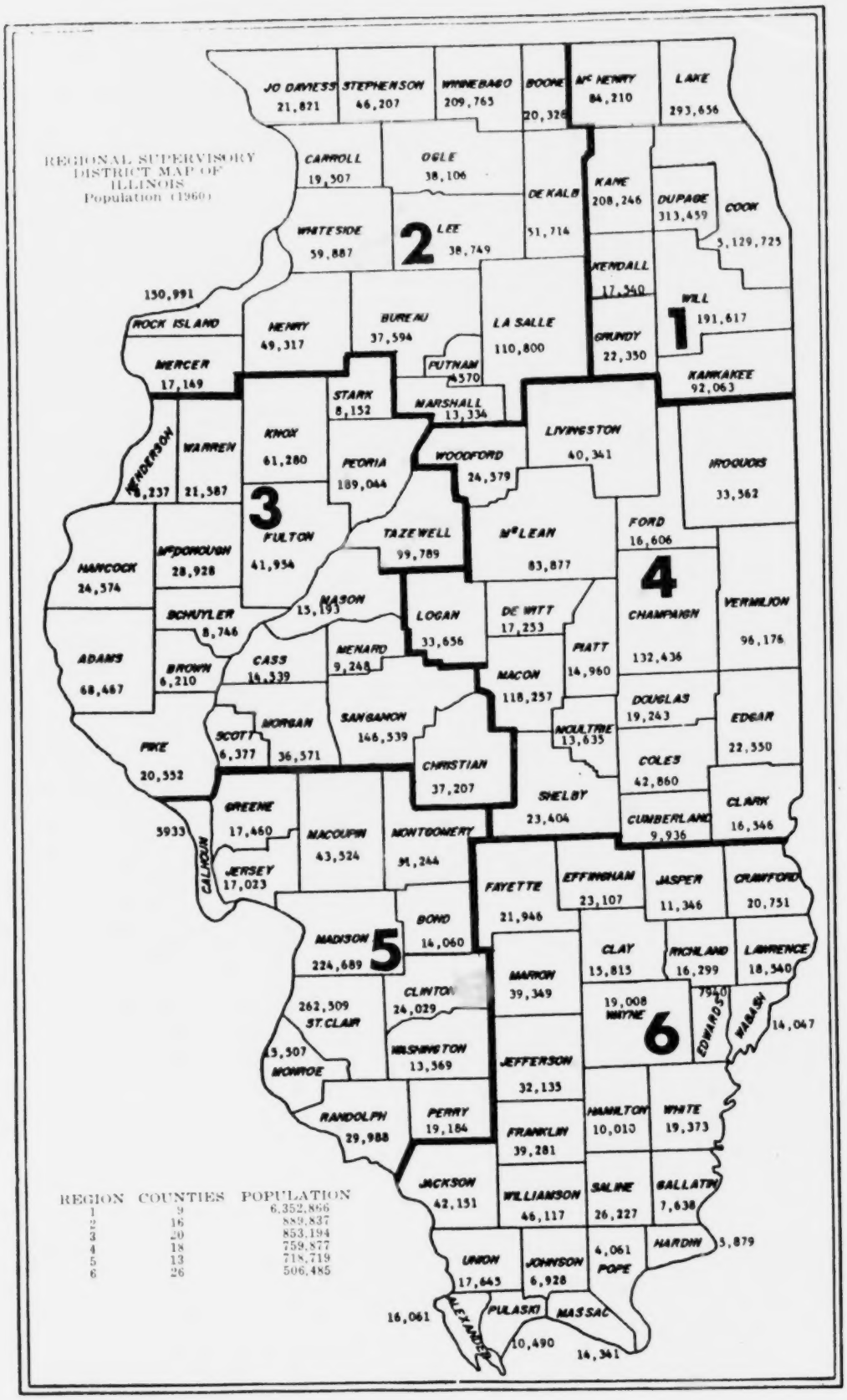
The Superintendent serves as a member of the following Boards

Board of Governors
Board of Higher Education
Board of Regents of Illinois State University and Northern Illinois University
State Junior College Board
School Problems Commission
Southern Illinois University Board of Trustees
University of Illinois Board of Trustees

* The Superintendent serves as Chief Executive Officer of the Board of Vocational Education and Rehabilitation.
† The Superintendent is President of the Board of the Illinois Teachers' Retirement System.
‡ The Superintendent serves as Chairman of the State Teacher Certification Board.

NOTE: Roman numerals in the chart indicate departments. All departments within divisions are placed on the chart in alphabetical order.

FIGURE 1 REGIONAL SUPERVISORY DISTRICT MAP OF ILLINOIS



REGION	COUNTIES	POPULATION
1	9	6,352,866
2	16	889,837
3	20	853,194
4	18	759,877
5	13	718,719
6	26	506,485

In accordance with Federal and State guidelines, Illinois local educational agencies submit program proposals to the Office of the Superintendent of Public Instruction for approval and funding. These Title I programs are supplementary, that is, they do not supplant regular or existing programs. Funds are determined by formula, and activities are planned according to the identified most pressing educational needs of those children residing in "target areas," i.e., areas of high concentration of economic deprivation.

Most Illinois local educational agencies qualify for and do participate in Title I programs, either independently or in cooperation with other Illinois local educational agencies. (See Appendix K for Statement of Cooperation.) The size and scope of Title I programming in Illinois is illustrated in the following response to United State Office of Education Question Number One.

UNITED STATES OFFICE OF EDUCATION QUESTION NUMBER ONE

Provide the following basic State statistics:

A.	Total number of operating local educational agencies in the State	1,273
B.	Number of local educational agencies participating in Title I	
	1. During the regular school term only	451
	2. During the summer term only	168
	3. During both the regular school term and the summer term	298
C.	Number of Title I programs (total)	917

D. Unduplicated number of pupils who participated in Title I programs

1. Enrolled in public schools	185,641
2. Enrolled in nonpublic schools	15,492

It should be noted the responses to question one above are approximations as of the date of publishing.

Additional State statistics include total Title I income and expenditures for fiscal year 1969.

TRIAL BALANCE

AS OF JUNE 30, 1969

INCOME	
Funds received by letters of credit	$ 32,297,052.37
Funds transferred from fiscal year 1968	26,280.57
	$ 32,323,332.94
EXPENDITURES	
Payment to local educational agencies and State agencies on fiscal year 1969 projects	$ 32,173,079.14
Total Expenditures	$ 32,173,079.14
BALANCE in Title I Account - June 30, 1969	$ 150,253.80

NOTE: Above amounts apply to fiscal year 1969 Title I approved projects only -- administration funds are not included.

UNITED STATES OFFICE OF EDUCATION QUESTION NUMBER TWO

During fiscal year 1969, indicate the number of State educational agency Title I staff visits to local educational agencies participating in Title I. By objective of visit (planning, program development, program operation, evaluation, etc.), specify the purposes of these visits and their effect on the development, operation, and evaluation of local projects. Indicate proportion of visits by type.

Visitations by State educational agency staff members to local educational agency Title I programs were classified as:

A. Program planning and development visitations

B. Program evaluation and observation visitations

A summary of these visitations is given in Table 1 according to regional supervisors (identified by alphabet). (See Appendix C for memorandum used to collect tabled information.)

Title I project visitation schedule forms were developed as were visitation report forms for completion by the regional supervisors and use of by them and other persons including local superintendents of educational service regions, district and State agency personnel. (See Appendixes F and L.)

Program Planning and Development Visitations

State educational agency staff indicate program planning and development visitations were made for one or more of the following reasons:

A. Assist the local educational agency in determining the educational needs of its youth.

TABLE I SUMMARY OF SUPERVISORY VISITATIONS ACCORDING TO REGIONAL SUPERVISORS

Regional Supervisor	Program Planning and Development	Program Evaluation and Observation	Total Visitations
A	25	22	47
B	35	99	134
C	45	65	110
D	44	64	108
E	75	81	156
F	81	83	164
G	27	40	67
H	25	59	84
I	50	56	106
J	15	36	51
K	25	37	62
L	65	50	115
M	47	62	109
N	27	44	71
Total	586	798	Grand Total 1,384
Percentage of Grand Total	42.34%	57.66%	100.00%

B. Interpret State and Federal guidelines (including identifying types of programs and locale of program activities).

C. Assist in affecting cooperative ventures among local educational agencies.

D. Assist local educational agencies in matters pertaining to budgeting, identification of project materials, and equipment, etc.

E. Provide services as a resource person for professional and community groups regarding the Title I program proposed or in effect.

Program Evaluation and Observation Visitations

State educational agency staff indicate program evaluation and observation visitations were made for one or more of the following reasons:

A. Insure cooperation of community action agencies and participation of nonpublic school personnel and students.

B. Insure program activities were conducted in accordance with project applications.

C. Identify exemplary programs for purposes of dissemination.

D. Assist local educational agencies interpret State and Federal guidelines regarding project evaluation.

E. Assist local educational agencies identify the effective and/or ineffective aspects of the projects that were conducted.

Visitation effectiveness is indicated by the following total administrator responses to the Illinois Evaluation Questionnaire Item I. (See Appendix H.)

Have State Title I supervisors been involved in your project?

583	Yes
148	No

What was the quality of their services, if any?

27	No services
0	Poor
8	Fair
51	Average
377	Good
142	Outstanding

UNITED STATES OFFICE OF EDUCATION QUESTION NUMBER THREE

Describe any changes your agency has made in the last three years in its procedures and the effect of such changes to:

A. Improve the quality of Title I projects

B. Insure proper participation of nonpublic school children

C. Modify local projects in the light of State and local evaluation.

The State educational agency has modified various procedures and developed new procedures and activities during the preceding three years. All of these have had some effect on Items A, B, and C. However, systematic studies are not presently available to objectively substantiate this claim. Modifications include:

A. Increased dissemination of information to LEA and other publics through increased supervisory visitation and miscellaneous publications distributed by the Department of Title I. (See publications listed below.)

Publications

1. State of Illinois, 1968 Annual Evaluation Report for Title I, Public Law 89-10 Projects
2. State of Illinois, 1968 Annual Evaluation Report for Title I, Public Law 89-750 Projects
3. State of Illinois, 1968 Annual Evaluation Report for Title I, Public Law 89-313 Projects

4. State of Illinois, 1968 Migrant Program Evaluation
5. Title I Expanded--Migrant Education
6. A New Look at Title One
7. 1968 Title I Evaluation Briefs
8. Title I, Public Law 89-10 Brief
9. Selected Responses to Principals', Teachers' and Pupils' Questionnaires
10. IPACE (Illinois Project for Analyzing Compensatory Education) Summary (See Appendix E)
11. Title I Newsletter (Monthly Report)

NOTE: Copies of the publications listed above may be obtained upon request.

1969 Activities

B. Increased number of State-sponsored Title I workshops developed from a systematic survey of local needs. (See Appendix M for survey memorandum.) Workshops according to date, city and county, region, and title are listed in Table 2. (Figure 2 shows the geographic distribution of these workshops throughout the State.)

TABLE 2 WORKSHOPS CONDUCTED BY THE OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION DEPARTMENT OF TITLE I

DATE	CITY AND COUNTY	REGION	TITLE OF WORKSHOP
September, 1968			
16	Springfield (Sangamon)	III	"Enriching Growth Patterns by Extending Learning Experiences"
18	Effingham (Effingham)	VI	"Enriching Growth Patterns by Extending Learning Experiences"
20	West Frankfort (Franklin)	VI	"Enriching Growth Patterns by Extending Learning Experiences"
25	Macomb (McDonough)	III	"Enriching Growth Patterns by Extending Learning Experiences"
26	East Peoria (Tazewell)	III	"Enriching Growth Patterns by Extending Learning Experiences"
27	Rantoul (Champaign)	IV	"Enriching Growth Patterns by Extending Learning Experiences"
October, 1968			
14	Ottawa (LaSalle)	II	"Improving Communication Skills Through Improved Teaching of Math, Science, Social Studies, and Physical Activities"

DATE	CITY AND COUNTY	REGION	TITLE OF WORKSHOP
November, 1968			
20	Evanston (Cook)	I	"Enriching Growth Patterns by Extending Learning Experiences"
21	McHenry (McHenry)	I	"Enriching Growth Patterns by Extending Learning Experiences"
22	Chicago Heights (Cook)	I	"Enriching Growth Patterns by Extending Learning Experiences"
December, 1968			
16	Springfield (Sangamon)	III	"Joint Meeting of the University Visitors, Title I Staff, and Title I Advisory Committee"
February, 1969			
5-7	St. Charles (Kane)	I	"Illinois Project for Analyzing Compensatory Education (IPACE)"
April, 1969			
21	Grafton (Jersey)	V	"Cultural Enrichment in a Comprehensive Title I Program"
22	Rushville (Schuyler)	III	"Cultural Enrichment in a Comprehensive Title I Program"
23	Peoria (Peoria)	III	"Cultural Enrichment in a Comprehensive Title I Program"
24	Monticello (Piatt)	IV	"Cultural Enrichment in a Comprehensive Title I Program"

DATE	CITY AND COUNTY	REGION	TITLE OF WORKSHOP
April, 1969			
24	Joliet (Will)	I	"Title I Workshops for the Illinois Youth Commission"
29	Lawrenceville (Lawrence)	VI	"Cultural Enrichment in a Comprehensive Title I Program"
30	Petersburg (Menard)	III	"Cultural Enrichment in a Comprehensive Title I Program"
May, 1969			
2	Makanda (Jackson)	VI	"Cultural Enrichment in a Comprehensive Title I Program"
June, 1969			
5-6	Rochelle (Ogle)	II	"Title I Workshop for Teachers of Migrant Education"
16-20	Dixon (Lee)	II	"Teaching the Underachiever"
October, 1969			
21	DeKalb (DeKalb)	II	"Migrant Evaluation Workshop"

FIGURE 2 GEOGRAPHIC DISTRIBUTION OF WORKSHOPS CONDUCTED BY THE OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION DEPARTMENT OF TITLE I

• Site of Workshop

C. Emphasized involvement of specialists in all aspects of project activities at the State and local level.

D. Local educational agency personnel are represented on visitation teams sponsored by the Evaluation Section, Department of Title I, and on administration teams sponsored by the Director of the Department of Title I. They are also involved as active workshop and conference participants.

E. University personnel from the following institutions were involved in various phases of the Department of Title I activities including conducting workshops, participating in visitations, evaluation, and conferences:

1. Northern Illinois University
2. University of Illinois
3. Illinois State University
4. Western Illinois University
5. Eastern Illinois University
6. Southern Illinois University at Carbondale
7. Southern Illinois University at Edwardsville

F. Increased Department of Title I representation at Federal, State, and local conferences including:

1. United States Office of Education Regional meetings
2. Cook County Title I Advisory Board meetings
3. Chicago Board of Education Title I meetings
4. EPIC Evaluation Conference.

G. Increased concentration of effort with regard to the number of youth served in Title I schools.

H. Increased efforts to simplify project proposal development, project accounting procedures, project evaluation, etc. Here ad hoc committees are appointed to revise forms and procedures in cooperation with other Office of the Superintendent of Public Instruction departments and divisions and the local educational agencies.

I. Increased cooperation with other Office of the Superintendent of Public Instruction departments regarding development of Title I materials, cooperative visitations to project areas, and in-service activities. Included in the in-service activities are vocational education, special education, and testing areas.

J. Increased emphasis upon expenditures for staffing and decreased emphasis on allocations for equipment, physical facilities, etc., in the local educational agency.

K. Increased and more formally structured supervisory visits of all types. (See response to United States Office of Education Question Number Two, pages 12 to 16.)

L. Allotted additional time and personnel for reviewing project proposals.

M. Increased efficiency of distribution of project appropriations.

N. Increased in-service training of Department of Title I staff through:

1. Development of a supervisor notebook containing current information including changes in legislative guidelines, etc.
2. Participation in the IPACE (Illinois Project for Analyzing Compensatory Education) Conference (See Appendix E).
3. Attendance at other Office of the Superintendent of Public Instruction departmental representatives' presentations regarding such areas as vocational education, special education, testing, etc.
4. Staff development of a model for developing, maintaining, and evaluating projects.
5. Development and distribution of a checklist for project evaluation in terms of legislative guidelines pertaining to community involvement, identifying project objectives, etc.
6. Development and distribution of a bulletin containing information regarding nonpublic school participation.

O. Provided summer workshops for a total of 120 selected Title I teaching staff in remedial reading at Northern Illinois University, Southern Illinois University, and Western Illinois University.

P. Provided programs to other agencies including the Illinois School Board Association and Office of Economic Opportunity groups regarding the Title I programs.

1970 Projected Activities

A. Developed a continuing program for the 1970 school year which will include:

1. Twelve regional workshops to be held which will serve approximately 600 local teachers and administrators.
2. A total of nine summer workshops to be held for teachers. They will be conducted at: Southern Illinois University (3), Western Illinois University (3), and Northern Illinois University (3). They will be of one-week duration, serving approximately 360 teachers.
3. A workshop for Title I directors to be held at Western Illinois University for one week. The objective will be defining the role of a LEA Title I director. Approximately 100-120 will participate.
4. A workshop for directors of institutional programs under Public Law 89-750 and Public Law 89-313 to be held at Illinois State University, approximately one week in length. About 55 directors will be served. The goal will be defining the role of a Title I institutional program director.
5. Special workshops for teachers of institutional programs under Public Law 89-750 and Public Law 89-313 are to be held. They will be one or two days in length. Approximately 200 teachers will be served.

B. A Title I visitation program for 1970 has been developed. The goal is an in-depth visitation by a three-member team to five typical Title I projects. Each team will consist of one local educational agency Title I director, one university staff member, and one State educational agency Title I supervisor. All three team members will be visiting a Title I project in a part of the State they would not normally service. A publication on these visitations will be developed.

C. A second annual IPACE (Illinois Project for Analyzing Compensatory Education) conference is to be held during fiscal year 1970.

UNITED STATES OFFICE OF EDUCATION QUESTION NUMBER FOUR

A. What effect, if any, has Title I had upon the educational achievement of educationally deprived children including those children enrolled in nonpublic schools in your State? On the basis of objective Statewide evidence--not testimonials or examples but hard data--describe the impact on reading achievement levels of educationally deprived pupils, including nonpublic school pupils. With standardized achievement test results, compare the achievement of participants in Title I projects to that of all pupils of the same grade level in the State using current national and Statewide norms and specifying the norms used. All evidence should be based on the educational performance of a significant number of Title I participants in your State. Indicate the number of Title I participants for which data are presented.

B. What are the common characteristics of those Title I projects in your State that are most effective in improving educational achievement?

C. What evidence, if any, have you found in your State that the effectiveness of Title I projects is related to cost?

Introduction

Programs have been called compensatory because they are designed, theoretically, to compensate for or make up, or overcome assumed deficiencies of children from economically and socially depressed surroundings. The aim of these programs is to bring children from such backgrounds up to a level where they can be reached or served by our schools as they presently exist. In practically all evaluations of compensatory education programs, the subjects are expected to approach the mean age-grade achievement level of the noncompensatory education population.

Hopefully, evaluation of the results of compensatory education programs is not based solely on the basis of to what extent the "compensatees" attain a mean grade-level standard, since there is a growing skepticism in some quarters that the cognitive realm may not

be the best indicator of immediate and persistent educational gain. The equivocal findings from various Head Start programs represent a case in point.

However, during the 1968-69 school year, the Department of Title I, Evaluation Section, developed an Illinois instrument to collect data from all active Title I projects and Chicago activities (enrolling approximately 200,000 public and nonpublic pupils). Several items incorporated in that instrument were aimed at the United States Office of Education inquiry concerning educational achievement. Total administrator responses to those items in the Illinois instrument will be listed as replies.

Project Objectives

Responses to Illinois Evaluation Questionnaire Item C indicates improvement of educational achievement and changing pupils' self-concepts were two high priority objectives in those projects.

C. Indicate in the order of their importance (from "1" highest to "3" lowest) the three most important objectives of the Title I project activities for which you are responsible.

Note: Results are presented on a point basis (3 points for a "1" response, 2 points for a "2" response, etc.)

1,975	Improve educational achievement of pupils
168	Change attitudes of parents and/or other community members
314	Increase teacher understanding of Title I pupil
338	Provide additional instructional materials and equipment
125	Other
73	Increase attendance of pupils
312	Improve pupil behavior
145	Reduce class size
1,480	Change pupils' self-concepts

Responses to Illinois Evaluation Questionnaire Items M and N also substantiate the concern for educational achievement and behavioral changes.

M. Was scholastic achievement of primary concern in your project?

560 Yes
192 No

N. Were behavioral changes of primary concern?

459 Yes
288 No

There is, however, some modification of Title I project activities taking place as evidenced by the responses to Illinois Evaluation Questionnaire Item J.

J. Have you modified your Title I project activities this year since the original project application?

310 Yes
436 No

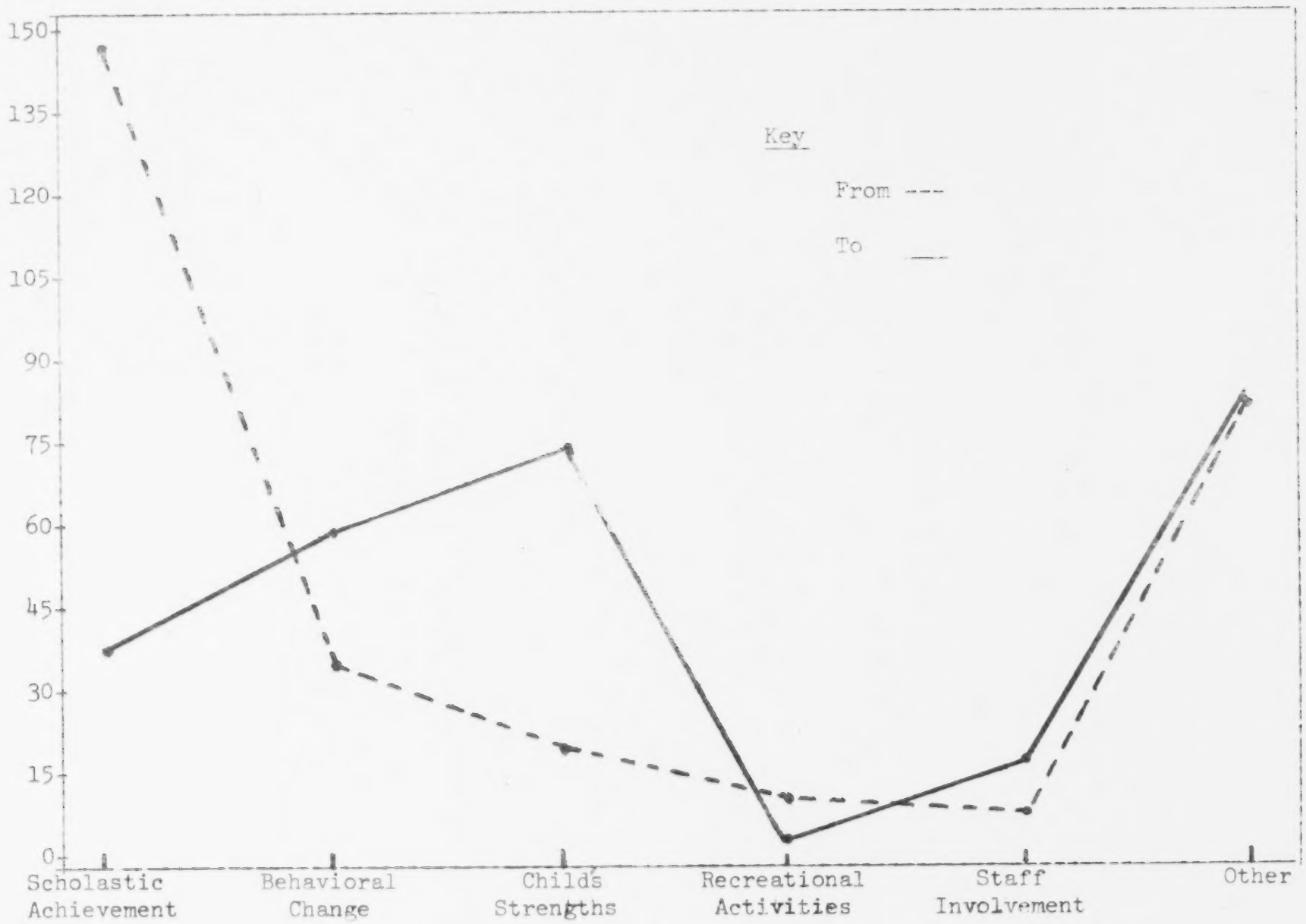
If yes, indicate the nature of changes by selecting one item in each column below.

FROM:		TO:
146	Emphasis on scholastic achievement	38
6	Involvement of staff, community, and/or other agencies	17
8	Recreational activities	3
18	Concentration on child strengths	74
36	Emphasis on behavioral changes	58
82	Other	83

The direction of this change in Title I project activities is illustrated in Figure 3.

Responses to Illinois Evaluation Questionnaire Item K identifies low reading level and low scholastic achievement as the criterion most used for identifying participants.

FIGURE 3 DIRECTION OF CHANGE IN TITLE I ACTIVITIES ACCORDING TO AREAS OF EMPHASIS AND NUMBER OF RESPONDENTS



K. What was the single most important criterion used to identify pupil participants in your Title I program?

248	Low scholastic achievement
384	Below reading levels
7	Poor behavior
49	Other
47	Low-income family

Evaluation

Responses to the remainder of Item M of the Illinois Evaluation Questionnaire, regarding scholastic achievement as a primary concern, indicate most respondents collected systematic pre- and post-test data and perceived an objective increase in academic achievement, according to national norms.

M. Did you collect systematic results?

661	Yes
69	No

Indicate type of systematic results collected, if any.

36	Pretest only
11	Post-test only
597	Both pre- and post-test
19	Other

Did scholastic achievement, as reported on national norms, show gain?

573	Yes
26	No

Responses to the Illinois Evaluation Supplementary Report also support the belief respondents perceive significant academic achievement gains for participants.

If you gave a pre- and post-test to your Title I participants with scores based on national norms in reading, did the test results show significant gain for the participants?

481 Yes
158 No

The remainder of Item N of the Illinois Evaluation Questionnaire regarding behavioral changes as a primary concern indicates that most respondents who collected systematic results perceived an objective increase in measured positive behavioral changes.

N. Did you collect systematic results?

235 Yes
427 No

Indicate type of systematic results collected, if any.

14 Pretest only
9 Post-test only
141 Both pre- and post-test
137 Other

Were there measured positive behavioral changes?

233 Yes
155 No

Respondents indicating a significant gain for the participants of the Illinois Evaluation Supplementary Report who responded to the second half of the item concerning improved reading achievement provided in summary a listing of approximately 100 different testing instruments and a variety of bases for determining whether or not the gain was significant. (Question: If yes, on what basis did you feel the gain was significant?) These were not comparable.

Longitudinal effects of project treatment perceived by the respondents are noted in Illinois Evaluation Questionnaire Item P.

P. Indicate the longitudinal effect that may be expected from this Title I program:

522 Reduced dropout rate
228 Increased employability
359 Changes in general
183 Other
70 Unknown.

Responses to Illinois Evaluation Questionnaire Item D may indicate effectiveness in terms of developing innovative activities and subsequently adopting them into the regular curriculum.

D. Would any of your Title I activities be assets to your non-Title I programs?

742 Yes
17 No

If yes, have you incorporated any Title I teaching techniques into non-Title I programs during the past four years?

660 Yes
64 No

Responses to the Illinois Evaluation Narrative Report Item VI were subjectively categorized and summarized and are presented as related to those characteristics most effective in both improvement of educational and behavioral achievement. (Question: What element has been most effective in producing positive results in your Title I program?) It should be noted some respondents indicated more than one element:

401 Flexibility in scheduling and reduced pupil-teacher ratios
279 Added staff
132 More materials and equipment
123 Concentrating on student and teacher self-concepts and behaviors

117 Increased community-parent-student and inter-school cooperation
37 Additional auxiliary personnel
26 Development of special programs
22 Increased funding
17 Experience approaches to learning
8 Concentrating on student scholastic achievement.

Selected Title I Activities

The following variety of activities sponsored may be, in itself, indicative of effectiveness:

1. Individualized Instruction for Continuous Development in the Primary Grades: Additional professional staffing is provided at the primary grade levels, reducing class sizes and providing instruction to pupils at the lowest levels of reading ability. This program allows the use of improved instructional materials, educational media, and developmental activities.

2. Special Assistance in Reading--Activity 1: Designed to assist the most educationally deprived pupils, this reading program operates during the regular school day. Special reading teachers instruct small groups of pupils at P_2 through 8th grade levels; members of the Chicago Urban Teacher Corps conduct the program at the P_3 and P_2 levels.

3. Special Assistance in Reading--Activity 2: This activity provides an intensive diagnostic language arts program for underachieving pupils in the primary continuous development programs. Additional staff is provided by language resource teachers and members of the Chicago Urban Teacher Corps.

4. Focus of Impact Planning and the Mini-Grant Program: This program is designed to serve the specific needs of public and nonpublic school pupils involving community leaders, parents, and educators. These grants are available to local schools and groups of schools.

5. Cluster Closed-Circuit Television: The cluster closed-circuit television project includes five clusters involving 21 public schools. Fourteen nonpublic schools within the cluster areas are also served by the project. About 30 telecasts a week are available.

6. Speech Improvement: This program is implemented during the regular school day and is designed to improve the basic skill of oral communication and to develop acceptable and accurate "standard" speech patterns as a second dialect.

7. English as a Second Language: This program is designed to enable non-English speaking pupils to gain proficiency in English and to develop an appreciation of the language. In predominantly Spanish-speaking areas, Spanish resource teachers also provide special classes for teachers and serve as liaison between the school and community.

8. Individualized Instruction for Pupils in Large Elementary Schools: This is a language arts program with individualized instruction for underachieving pupils in 12 schools with enrollments of over 2,000. Additional staffing consisting of assistant principals, librarians, adjustment, master and reading teachers provide supportive services to these schools.

9. Individualized Instruction for Pupils in Five Secondary Schools: In five high schools, additional teachers of English are provided to establish a pupil-teacher ratio of twenty to one in classes for 200 underachieving students.

10. Rescue Classes--Reorienting Emotionally Disturbed and Socially Maladjusted Children in an Understated Environment: Tutorial classes are held for pupils who are considered by their teachers to be emotionally disturbed or who are serious behavior problems. Intensive remedial and individual instruction is provided; the children gradually return to work in groups as they are ready.

11. Basic Occupational and Skill Training Center--Educable Mentally Handicapped: A year-round occupational center for economically disadvantaged, educable mentally handicapped youth has been established through this activity. The academic program is reinforced by basic training and counseling. Assistance in making the transition to a specific job is also given through cooperative work experience.

12. Health Services: Medical personnel and services are provided to identify and reduce potential and actual health problems. The program includes a medical and dental examination of all children in the model cities areas.

13. Outdoor Education and Camping Program: Public and nonpublic school pupils in sixth grade and educable mentally handicapped programs experience five days in an outdoor overnight resident camp. Activities capitalize on the outdoor and camping environment; counselors provide personal attention for each pupil.

14. Field Experiences: A program of carefully planned field-trip experiences which utilizes the appropriate cultural resource in relation to what is being studied in class has been provided for public and nonpublic school children.

15. Instruction in Instrumental Music: This music program for disadvantaged children includes instruction in instrumental music for grades four through eight in 107 instructional centers.

16. Music Appreciation: This program provides the opportunity for students to attend concerts and performances by professional musicians both in school and at concert halls.

17. Development of School-Community Identification: This program involves school-community representatives, parent coordinators, and human relations coordinators in the process of developing mutual cooperation among home, community, and school.

18. In-service on Wheels: Mobile consultative laboratories provide intensified in-service training in the use of audiovisual materials for teachers. The in-service mobiles are staffed by consultants and teachers in the areas of language arts, science, audiovisual education, and art. The staff assists teachers through demonstration techniques and problem-solving.

Cost Effectiveness

Responses to the Illinois Evaluation Narrative Report Item IV were subjectively categorized and are presented in rank order according to number of responses. (Question: Have you any evidence to substantiate the supposition that effectiveness of your Title I project is related to cost?) Obviously, these responses are somewhat oblique.

102	Provided new and/or additional materials
94	Evidence of increased student achievement
78	Additional support needed
73	Allowed more individual instruction
54	Made smaller classes possible
47	Provided a well-trained staff
46	Made project possible
42	Provided additional staff
41	Improved student self-concept and attitude
26	Yes! but no reason given
26	Made expansion of existing programs possible
22	Cost low considering benefits
14	Reduced number of dropouts
8	Provided better health and counseling services
6	Increased in-service training for staff

Some measure of the overall effectiveness of Title I services is indicated by responses to the Illinois Evaluation Questionnaire Item Q.

> Do you feel that the services provided through Title I could be supported in a more economical manner?
>
> 103 Yes
> 641 No

UNITED STATES OFFICE OF EDUCATION QUESTION NUMBER FIVE

What effect, if any, has the Title I program had on the administrative structure and educational practices of your State educational agency, local educational agencies, and nonpublic schools?

Some of the changes in all of the agencies are listed below as noted by State educational agency staff and from total administrator responses to the Illinois Evaluation Questionnaire and the Evaluation Narrative Report.

State Educational Agency

Change in Administrative Structure

1. The State educational agency has developed a structure to administer compensatory education programs in the State of Illinois. (See page 8 for Office of the Superintendent of Public Instruction Organizational Chart and page 6 for the Title I personnel.)
2. An Illinois Advisory Council was organized. (See page 5.)
3. Additional personnel have been employed by the Department of Title I with the support of State Legislature appropriations for developing, implementing, and evaluating compensatory programs. (See page 44.)

Changes in Educational Practices

1. Through workshops and various seminars, the State educational agency has assumed a role of stimulating concern for various aspects of compensatory education programs. This has included the sponsorship of conferences (see pages 17 through 21) throughout the State on these aspects.
2. Increased awareness of the need for compensatory education has been noted in other Office of the Superintendent of Public Instruction divisions. (See page 5 and 23.)
3. The State educational agency acts as a liaison between the Federal government, State government, and the local school districts.
4. The State educational agency has communicated the importance of compensatory education programs to the State Legislature which, in turn, has recognized these needs and provided support. (See page 44 through 46.)
5. State educational agency changes reported in the reply to Office of Education Question Number Three (pages 16 to 27) also indicate varying degrees of change in educational practices by the State educational agency.
6. Increased concern at the State level is evident for unique problems encountered by local educational agencies in developing, implementing, and evaluating their compensatory education programs. (For example, forming ad hoc committees to revise forms and procedures.)

Local Educational Agencies

Total administrator responses to the Illinois Evaluation Narrative Report, question number I, were subjectively summarized and categorized as changes in administrative structure and changes in educational practices. (Question: What effect has Title I had, if any, on the administrative structure and educational practices of your school district and/or non-public schools in your school district?)

Changes in Administrative Structure

Those comments directed specifically at administrative structure or function changes are listed as follows in rank order:

	Comment
78	None or slight change
76	Administrative staff procedural changes including increased work-load and cost
22	Addition of administrative staff

This rank is based on a highly limited number of respondents since "not applicable" was used as a response in many cases regarding changes in administrative structure or else no reference was made to administrative structural changes. In all likelihood, funding levels limit the addition of administrative staff in most Illinois Title I programs.

Changes in Educational Practices

Those factors directed specifically at educational practice changes are listed as follows in rank order:

	Comment
1,017	Created changes in teaching techniques with further emphasis on identifying student needs and teacher needs in both regular and Title I programs
213	Increased expenditures for materials and equipment

159	Added programs or courses during summer or regular sessions including testing and health programs
147	Increased cooperation and coordination with community, parents, interdistrict personnel, interschool personnel and with nonpublic school persons regarding summer and regular programs
92	Added additional staff and/or auxiliary personnel
47	Increased flexibility of scheduling
45	Provided increased in-service training
10	None or slight changes

Obviously, some respondents identified more than one educational practice change.

Nonpublic Schools

Changes in Administrative Structure and Educational Practices

Nonpublic school administrators or their representatives have cooperated as required by the State educational agency. However, systematically collected information is not available regarding changes in nonpublic school administrative structure or changes in educational practice.

It is presumed many of the changes in both areas cited above for the local educational agencies would apply to the nonpublic schools as well. (See Evaluation Narrative Report Question One.) This assumption may be partially supported by an indication that some nonpublic school staff members have been involved in Title I in-service training activities (see Item F pages 50 and 51).

UNITED STATES OFFICE OF EDUCATION QUESTION NUMBER SIX

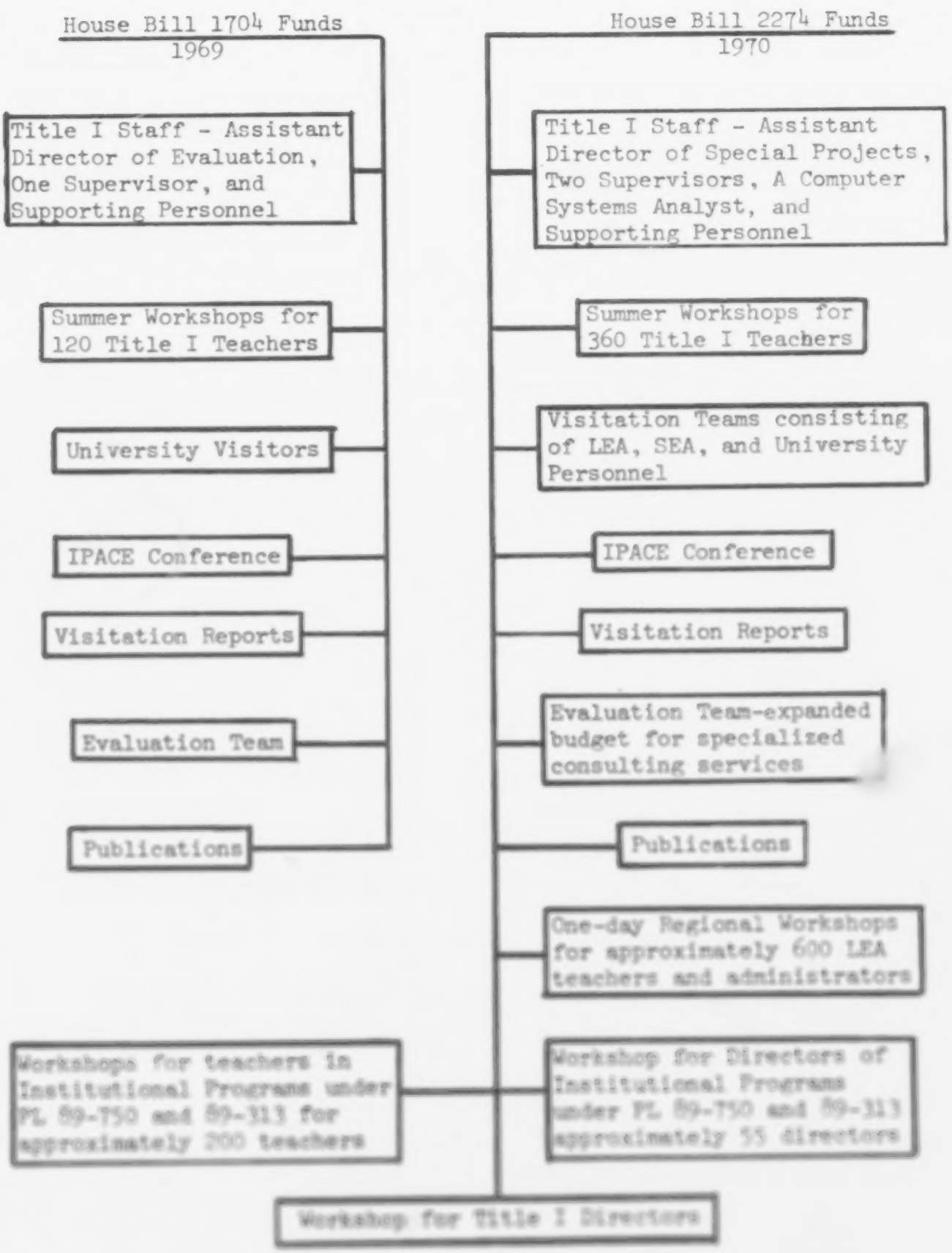
Additional Efforts to Help the Disadvantaged

A. If State funds have been used to augment Title I programs, describe the number of projects, objectives of the programs, rationale for increased funding with State money, and the amount and proportion of total program funds provided by the State for the 1967-68 school year. Indicate the number of projects, number of participants, objectives of the programs, and the level of funding for the 1967-68 school year. Provide data separately for all compensatory education programs, if any, supported entirely by State funds which were operated specifically for the educationally deprived.

As reported in the 1968 evaluation, State and local funds are used to augment Title I program funding in the LEA. Support for housing, maintenance of facilities, and supplementary materials suggest only a few ways State and local support are provided. Funds from other departments of the Office of the Superintendent of Public Instruction are also used for materials development and staff visitation related to Title I programs.

State funds were provided by the Legislature for program development to the Office of the Superintendent of Public Instruction, State of Illinois. These monies were expended providing for evaluation, visitation, dissemination, and in-service activities at the State level during the 1969 project year. Figure 4 compares staff and activities supported by State appropriations for fiscal year 1969 and those projected for 1970.

FIGURE 4 COMPARISON OF TITLE I STAFF AND ACTIVITIES SUPPORTED BY STATE APPROPRIATION FOR 1969 AND 1970


House Bill 1704 Funds
1969
Title I Staff - Assistant Director of Evaluation, One Supervisor, and Supporting Personnel
Summer Workshops for 120 Title I Teachers
University Visitors
IPACE Conference
Visitation Reports
Evaluation Team
Publications
House Bill 2274 Funds
1970
Title I Staff - Assistant Director of Special Projects, Two Supervisors, A Computer Systems Analyst, and Supporting Personnel
Summer Workshops for 360 Title I Teachers
Visitation Teams consisting of LEA, SEA, and University Personnel
IPACE Conference
Visitation Reports
Evaluation Team-expanded budget for specialized consulting services
Publications
One-day Regional Workshops for approximately 600 LEA teachers and administrators
Workshops for teachers in Institutional Programs under PL 89-750 and 89-313 for approximately 200 teachers
Workshop for Directors of Institutional Programs under PL 89-750 and 89-313 approximately 55 directors
Workshop for Title I Directors

State-supported Activities

A brief description of each activity is provided, including projected activities for the 1970 project year.

House Bill 1704 appropriations provided the following staff and activities during 1969, and House Bill 2274 will provide the following staff and projected activities during 1970:

1969	1970
Department of Title I Staff Assistant Director of Evaluation One Supervisor and Supporting Personnel	Department of Title I Staff Assistant Director of Special Projects Two Supervisors Computer Systems Analyst and Supporting Personnel
Three summer workshops conducted at Northern Illinois University, Southern Illinois University, and Western Illinois University serving approximately 120 selected Title I teachers. See Appendix K for participant reactions.	Nine summer workshops of one week's duration conducted at Northern Illinois University, Southern Illinois University, and Western Illinois University serving approximatdy 360 selected Title I teachers.
Thirteen university visitors from Eastern Illinois University, Illinois State University, Northern Illinois University, Southern Illinois University at Carbondale, Southern Illinois University at Edwardsville, and Western Illinois University reviewed fourteen Title I projects. (See Office of the Superintendent of Public Instruction's publication: A New Look at Title One.)	Five visitation teams, each consisting of one EA, one SEA, and one university person. Universities represented will be Illinois State University, Northern Illinois University, Eastern Illinois University, and Western Illinois University reviewing five LEA projects.

1969	1970
An Invitational Research Design Conference (IPACE) Illinois project for analyzing compensatory education, including approximately 21 LEA, 22 SEA, and 10 university persons. (See Appendix L.)	An Invitational Research Design Conference (IPACE) Illinois project for analyzing compensatory education, including approximately 21 LEA, 22 SEA, and 10 university persons.
University visitors report--a joint conference of Title I, Office of the Superintendent of Public Instruction, staff, university visitors and Title I advisory council.	University visitors report--a joint conference of Title I, Office of the Superintendent of Public Instruction, staff, university visitors and Title I advisory council.
Evaluation team consisting of approximately 10 staff members from Illinois State University reporting on Public Laws 89-10, 89-313, 89-750 and migrant programs.	Evaluation team consisting of approximately 10 staff members from Illinois State University reporting on Public Laws 89-10, 89-313, 89-750 and migrant programs with an expanded budget for securing specialized consulting services.
Development and dissemination of 10 publications and a monthly newsletter. (See page 17.)	Development and dissemination of 10 or more publications and a monthly newsletter.
	Twelve regional one-day workshops will be held to serve approximately 600 LEA teachers and administrators.
	A workshop for Title I directors will be held at Western Illinois University for up to one week. The objective will be defining the role of a LEA Title I director. Approximately 100-120 will participate.
	A workshop for directors of institutional programs under Public Law 89-750 and Public Law

1969	1970
	89-313 will be held at Illinois State University up to one week in length. About 55 directors will be served. The goal will be defining the role of a Title I institutional program director.
	Special workshops for teachers of institutional programs under Public Law 89-750 and Public Law 89-313 will be held. They will be one or two days in length. Approximately 200 teachers will be served.

B. Provide description of outstanding examples of the coordination of Title I activities with those of other Federally funded programs. Identify the other programs and agencies involved.

Coordination with Other Programs

There was reported Title I coordination with other Federal, State, and local programs as evidenced in the summary response to the Illinois Evaluation Narrative Item II.

If you have had what you consider to be any outstanding example of coordination of Title I activities with any other Federally funded programs, please give a brief description of this cooperation.

Cooperation with Federal Programs

129	ESEA Title II
41	NDEA Title III
22	ESEA Title III
12	Head Start
6	NDEA Title V

6	OEO
6	Migrant Program--Title I
5	ESEA Title VI
5	Gifted Program
5	Special Education Program
4	Community Action Program
3	Neighborhood Youth Corps
2	ESEA Title V'
2	NDEA
2	Vocational Education Department
1	State Health Department
1	Army Corps of Engineers
7	Others

Item G of the Illinois Evaluation Questionnaire according to total administration responses also indicates coordination or cooperation and effectiveness of the relationship.

G. Check below other persons or agencies with whom you have cooperated in your Title I activities, and rate the effectiveness of the relationship.

398 Community Agencies

53	None
50	Low
50	Little
68	Fair
180	Good
29	High Degree

413 Other Titles of ESEA

27	None
20	Low
24	Little
71	Fair
211	Good
56	High degree

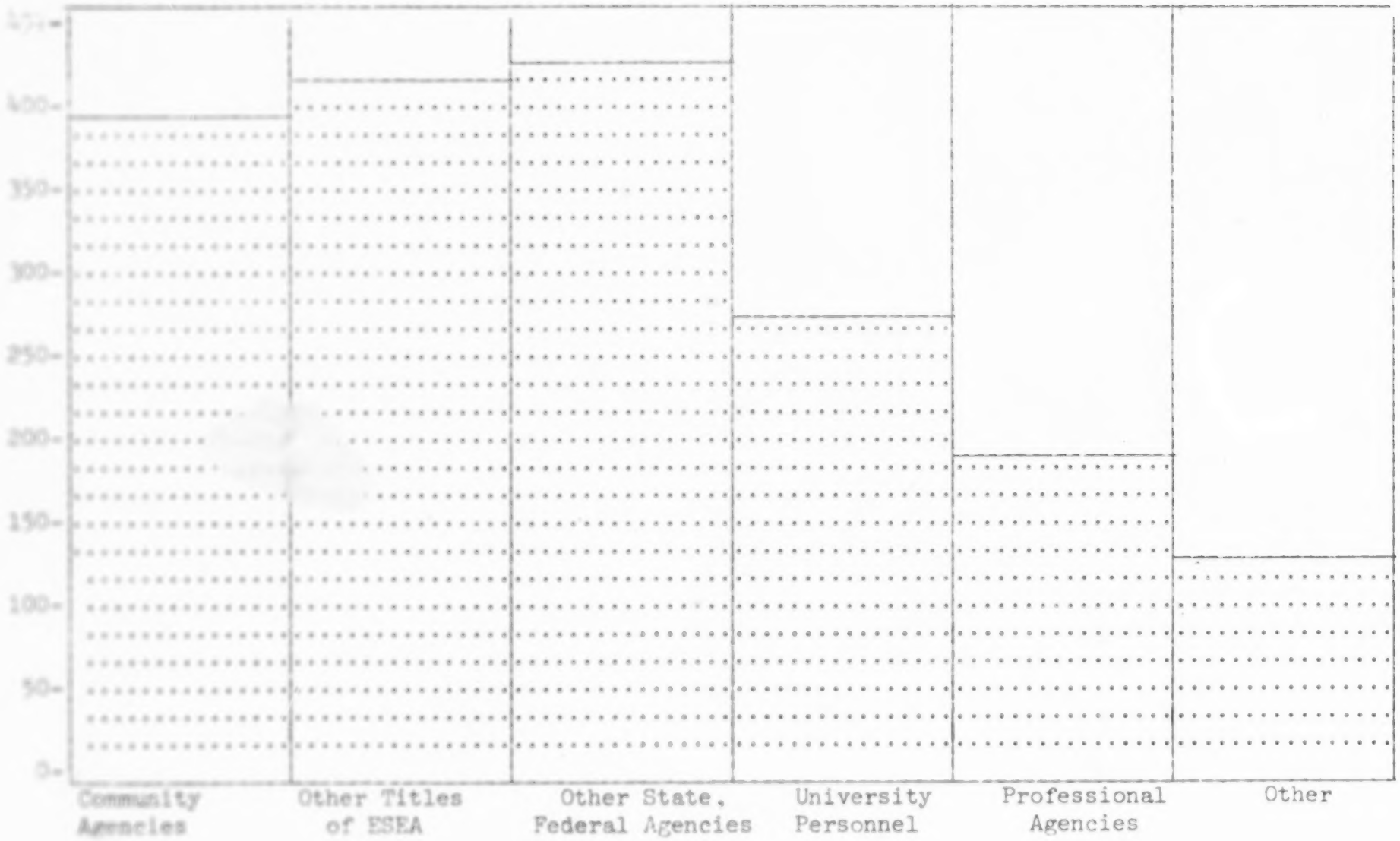
419 Other local, State, or Federal agencie

59	None
27	Low
26	Little
59	Fair
192	Good
53	High degree

269	University personnel	
	32	None
	21	Low
	19	Little
	46	Fair
	115	Good
	35	High degree
192	Professional agencies	
	30	None
	13	Low
	16	Little
	39	Fair
	96	Good
	11	High degree
130	Other	
	10	None
	1	Low
	3	Little
	10	Fair
	75	Good
	39	High degree

Figure 5 shows the person and agencies with whom Title I administrators reported coordination and cooperation with project activities.

FIGURE 5 REPORTED COORDINATION OR COOPERATION WITH TITLE I ACTIVITIES ACCORDING TO NUMBER OF RESPONDENTS AND PERSONS OR AGENCIES INVOLVED



UNITED STATES OFFICE OF EDUCATION QUESTION NUMBER SEVEN

Evaluate the success of Title I in bringing compensatory education to children enrolled in nonpublic schools. Include in your evaluation such factors as the number of projects, the quality of projects, the time of the day and/or year when projects are offered, the adaptions to meet the specific educational needs of educationally deprived children in nonpublic schools, changes in legal interpretations, and joint planning with nonpublic school officials.

As previously stated, Illinois LEA's are required to analyze and provide for the educational needs of all qualified youth residing in their district without regard to enrollment in a public or nonpublic school. Consequently, during fiscal year and summer of 1969, approximately 15,892 nonpublic school students were enrolled in either regular or summer Title I project activities.

Degree of Nonpublic Participation

The total administrator response to the Illinois Evaluation Questionnaire Item F indicates somewhat the degree of nonpublic school student involvement in Title I projects.

F. To what degree have nonpublic school pupils participated in your Title I project?

524	None
26	Quarterly
8	Monthly
15	Weekly
7	Biweekly
162	Daily

It should be understood that many LEA's do not have private school facilities or services within their district boundaries.

Cooperative efforts with nonpublic school staff are indicated in the responses to the second part of Illinois Evaluation Questionnaire Item F.

> To what degree have nonpublic school staff members participated in your Title I in-service activities?

591	No in-service training
40	Quarterly
12	Monthly
6	Weekly
2	Biweekly
17	Daily

Nonpublic as well as public school participation has decreased markedly during the 1969 school year seemingly in proportion to the reduced Federal support. (See page 10 for Basic Statistics.)

Types of Cooperation

As in 1968, other reported cooperative efforts with the public and nonpublic schools included:

A. Sharing of materials and equipment.

B. Provision for released time by the nonpublic school for students to participate in regularly scheduled Title I classes.

C. Provisions for nonpublic schools to participate in other than regularly scheduled classes including after-school, weekend, and/or summer programs.

D. Nonpublic and public school personnel were involved together in in-service activities, etc., exchanging problems and sharing educational techniques.

UNITED STATES OFFICE OF EDUCATION QUESTION NUMBER EIGHT

How many LEA's conducted coordinated teacher-teacher aide training programs for education aides and the professional staff members they assist? What was the total number of participants in each project? Describe the general patterns of activities and provide specific examples of outstanding joint training programs.

Use of Teaching Aides

Data collected with the Illinois Evaluation Questionnaire according to total administrator responses provided only limited information regarding coordinated teacher-teacher aide training programs.

Responses to the Illinois Evaluation Questionnaire Item B are given:

B. Were teacher aides used in your Title I program?

201 Yes
557 No

If so, do you feel they made a contribution?

191 Yes
6 No

In general, teacher aides were more frequently utilized in large projects (over $50,000) than in small projects ($10,000 or under) and were more numerous in the urban centers than rural areas of the State. Some districts reported that in-service training sessions were attended by principals, teachers, and teacher aides. The emphasis of these in-service training programs was directed at various activities including:

- Presentation of methodology and techniques for teaching underachievers in reading, mathematics, etc.
- Aspects of sensitivity training with focus upon developing empathy for and understanding of disadvantaged children
- Visual and motor-perception training
- Introduction to materials and techniques appropriate to remedial teaching and work with disadvantaged children

- Focus on positive reinforcement and development of pupil self-concept
- Coordination of academic instruction and recreational or experience activities
- Emphasis upon individualizing instruction and meeting each student's needs
- Creative teaching methods to help insure student interest and motivation
- Presentation of multi-media approaches to teaching and learning.

In-service Training

Some Title I teachers and administrators felt some in-service activity to help acquaint teacher aides with their duties and the nature and purpose of compensatory education was helpful and beneficial.

Responses to Illinois Evaluation Questionnaire Items T and U identify to a degree the extent of in-service training for teacher aides.

T. Did your project have any teacher aides?

194	Yes
566	No

U. If your project had any teacher aides, did you provide in-service training for them?

166	Yes
131	No

Assignments for aides varied with districts and the setting in which they worked. Some districts used aides in a traditional sense to assist the regular classroom teacher in preparation of materials; work with individuals and small groups; supervise games and class work; and correct papers and perform clerical duties. Some districts employed aides to work with reading specialists, librarians, and other specialized personnel. The following were reported as examples of teacher aide training

programs or functions:

A. Summer In-service Workshops--Training program for principals, teachers and teacher aides. Week-long session conducted by consultants with an emphasis on teacher participation in activities and experiences which would increase their understanding of and ability to work with the disadvantaged.

B. Parental Guidarce--Experienced teachers worked with school-community representatives (aides) chosen by school staff and advisory councils to function as human relations coordinators. This was aimed at increasing parents' willingness to accept assistance from school personnel.

C. On-the-Spot Guidance--Classroom visitation by two university consultants provided services to teachers-teacher aides. Information, materials, supplies, and suggestions were supplied on an immediate basis. Consultants dealt with methodology, techniques, questions, and problems on-the-spot.

Many districts conducted various kinds of in-service training activities for Title I personnel. Responses to Illinois Evaluation Questionnaire Items R and S indicate the extent of these endeavors.

R. Is in-service training considered a major part of your Title I program?

346	Yes
410	No

S. Did you provide in-service training for your certificated professional staff?

604 Yes
154 No

Some of the in-service activities were aimed at specific local problems including needed professional competencies. Others were of a more universal nature and were organized and conducted by universities for college credit. These were frequently aimed at the study of problems and characteristics of the academic underachiever and emphasized various tutorial, remedial, and diagnostic methods and techniques which might be used in helping students learn more effectively.

Typical objectives of such in-service training programs were taken from a local program.

A. Experiment within the school setting in an effort to alleviate problems and change detrimental behavioral characteristics of underachievers in an endeavor to raise the level of their school achievement.

B. Develop a clear and meaningful definition of underachievement that can be effectively applied and worked with in the academic field.

C. Study the behavioral dynamics of the underachiever and develop an awareness of the complexity of his problems.

D. Investigate learning variables associated with underachievement and experiment with various ways of controlling them in order to ascertain the effect in teaching the underachievers.

E. Review available information concerning the phenomenon of underachievement in order to develop a better understanding of methodological problems, measurement validity and relevant error possibilities, and research issues.

UNITED STATES OFFICE OF EDUCATION QUESTION NUMBER NINE

Describe the nature and extent of community and parental involvement in Title I programs in your State. Include outstanding examples of parent and community involvement in Title I projects.

Community and Parental Involvement

Community and parental involvement is referred to in Item G of the Illinois Evaluation Questionnaire which asked respondents to identify persons and agencies with whom they had cooperated in Title I activities and rate the effectiveness of the relationship. Approximately 400 districts or activities reported involvement with community agencies. The effectiveness of this relationship according to total administrator response was reported as follows:

53	None
50	Low
50	Little
68	Fair
150	Good
29	High degree.

A number of different community agencies and organizations were involved with Title I activities. The nature of this involvement, however, was not systematically examined.

Information dissemination at the community level seems to have been widespread throughout Illinois Title I projects. This is evidenced by total administrator responses to Illinois Evaluation Questionnaire Item E.

E. Check below all means through which information regarding your Title I project has been disseminated.

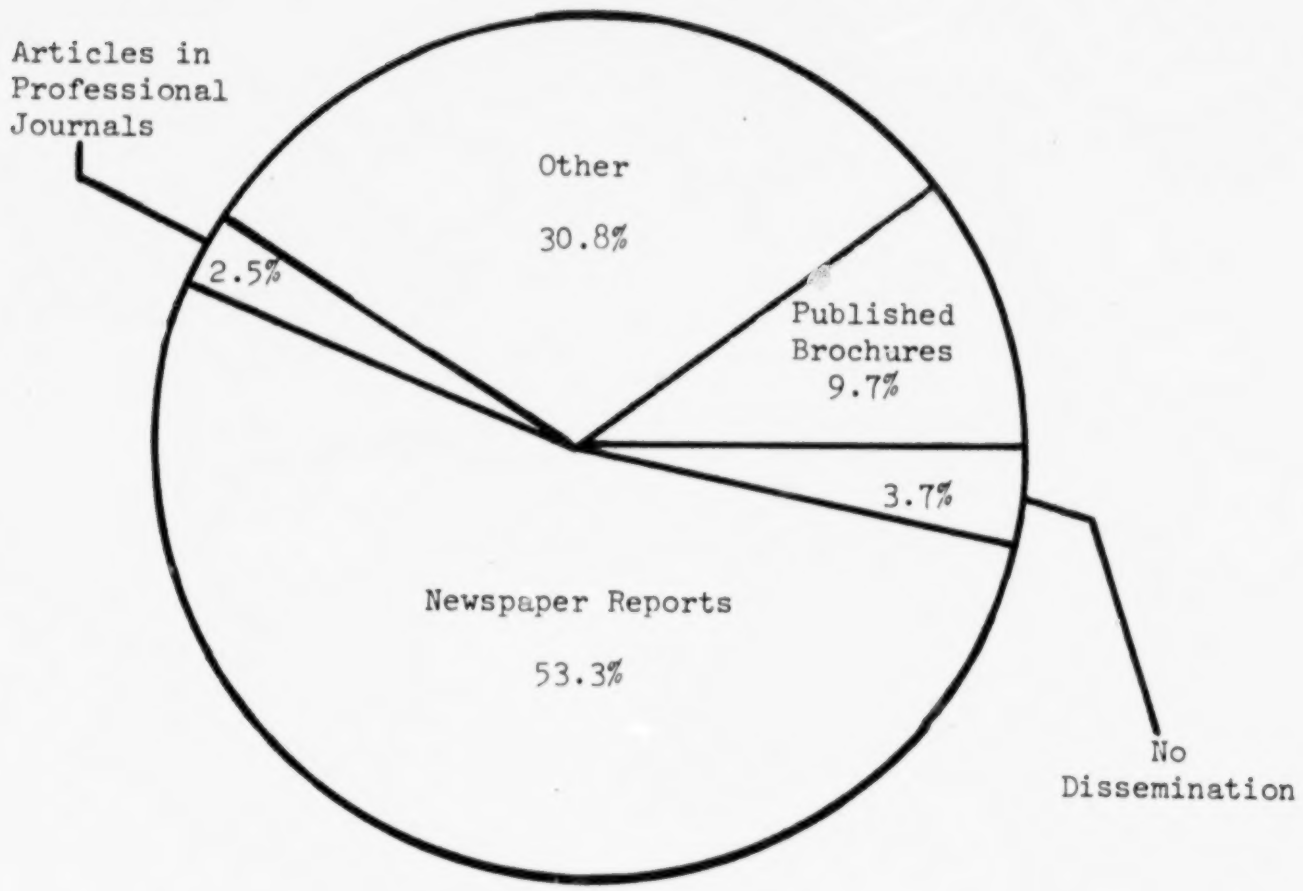
592	Newspaper reports
108	Published brochures
28	**Article** in professional journals
342	Other
41	No dissemination

How extensive has your dissemination been?

52	None
365	Quarterly
157	Monthly
46	Bimonthly
40	**Week**ly

Figure 6 compares reported means of project information dissemination.

FIGURE 6 COMPARISON OF MEANS OF PROJECT INFORMATION DISSEMINATION



Total administrator responses to Illinois Evaluation Questionnaire Item A reveals local Title I projects are forming "citizens' advisory groups." These appear to be another thrust toward community involvement with project activities. An evaluation of their effectiveness is also shown.

A. Has a citizens' advisory group been formed in conjunction with your Title I project?

96	Yes
663	No

If yes, have they been helpful?

87	Yes
11	No

Total administrator responses to Illinois Evaluation Questionnaire Item H indicates the favorable effect of parental involvement with Title I activities.

H. Indicate the degree of parental involvement in your Title I activities.

114	None
386	Erratic
105	Monthly
72	Weekly
15	Biweekly
21	Daily

Has parental involvement been beneficial?

521	Yes
74	No

Cooperation; Development and Value

Respondents of several Title I programs commented on the value and possible contribution which closer cooperation and involvement of parents could effect. Some benefits identified

by project personnel were as follows:

Helps minimize the discontinuity among home, school, and community
Allows school to elicit parents' suggestions and criticisms regarding the program
Helps parents develop awareness of the need to seek continuing education for their children.

Project personnel seemed to be in agreement regarding the "key to success" in reaching parents. Frequent referral to the need for "personal contact" was noted. Many project activities involved home visits by school personnel attempting to establish closer working relationships. Rapport and parental involvement were solicited through:

A. Personal contact by school staff.

B. An "open door" policy at all times in the school.

C. Personal notes to parents praising some aspect of a child's work and encouraging parental interest.

D. Newsletters to parents describing school activities.

E. Use of mothers of children as aides..

F. Personal invitations to school functions to parents.

G. Parental involvement in some class activities.

H. Parental attendance at special events such as family picnic, parents night, and participation in excursions or field trips.

To illustrate the extent of involvement that some projects maintained with parents, a sample report is given. This report contains teacher comments and parent evaluation of a combined

evening reading program and parent workshop. The project planned a sequence of project information giving actual parental involvement and parental evaluation. (See Appendix N.)

Item III of the Illinois Evaluation Narrative Report asked respondents to give a brief description of any outstanding examples of parent and/or community involvement in their Title I project. These comments were subjectively summarized and are presented in rank order below.

185 Welcomed home visitations and conferences with school staff regarding students' needs.

101 Developed cooperative relationships with local civic clubs, organizations, and agencies aimed at meeting pupil needs.

64 Served as volunteer aides.

58 Conducted special programs which included parents as participants or members of advisory councils.

41 Visited classes to assess pupil progress.

19 Conducted field trips to community sites.

10 Cooperated with local news media in dissemination efforts.

SUMMARY

The primary emphasis of the 1968-69 Illinois Title I evaluation was the measurement of program outcomes based upon administrator and teacher responses to the Illinois Instrument. (See Page 3 for description of data collection and Appendix H for copy of the Illinois Instrument.) Interviews, reactions from conference participants, etc., were also used to collect data for the fiscal year 1969 State Annual Evaluation Report.

Additional Analysis of Data

Illinois Evaluation Questionnaires were distributed to approximately 954 administrators and 120 teachers from Title I projects and activities which had budgets ranging from less than $10,000 to over $50,000. The items of the questionnaire were designed to secure information about a wide range of topics including gathering information for the annual United States Office of Education inquiries. The responses were analyzed below according to (1) administrator responses according to project budget size and (2) total administrator and total teacher responses. (See Appendixes I and J for Frequency Summaries.)

A. Were Citizens' Advisory Groups Formed?

Where citizens' advisory groups were formed, a larger number were found in association with projects of $25,000 or less. The projects with budgets of $25,000 or more had a larger percentage of administrators who reported they had formed advisory groups. Of the projects reporting no advisory groups, the smaller the budget the larger the percentage of administrators reporting. Overall, advisory groups were not used widely in association with the projects reported.

B. How Helpful Were Advisory Groups?

A greater percentage of administrators in small-budget projects reported the advisory groups were helpful in contrast to a smaller percentage of administrators of large budgets. The larger the size of the budget, the larger the percentage of "No" responses. Of the teachers who responded, one hundred percent responded "Yes, they were helpful." However, ninety percent of the teachers responding worked in projects which did not benefit from the use of advisory groups.

C. Were Teacher Aides Used?

The number of administrators from projects of $25,000 and under who reported the use of teacher aides was twice as large as the number of administrators from projects of $25,000 and over who reported use of teacher aides. Small-budget projects more frequently did not have teacher aides than did larger-budget projects. Three times as many teachers reported "No" to the use of teacher aides than those who reported their use. Teacher aides were consistently judged as making contributions to all projects at all levels of funding. This was reported consistently by both teachers and administrators.

D. Were Assets from Title I Transferable to Nontitle Programs?

Projects at all levels of funding reported consistently and overwhelmingly that benefits from Title I were assets for non-title programs. The response of "No benefits" was reported

by administrators from small-budget projects four times as often as administrators from larger-budget projects. Ninety-five percent of the teachers reporting said there were transferable assets from Title I to nontitle projects. Projects from all levels of funding very clearly indicated teaching techniques from Title I projects had been incorporated into nontitle programs. This was true more for projects of $25,000 or more than for those at a lower level of funding.

E. Information Dissemination

Newspapers were most frequently used as the means for disseminating information about Title I projects. The use of newspapers by small-budget projects was greater than the use by large-budget projects. When the use of professional journals is considered, the large-budget project of over $50,000 used this medium much greater than this same budget-level project used the newspaper as a reporting source. If a "No dissemination" response was checked, it was more likely to come from a small-budget project.

F. Involvement of Nonpublic Schools

The percentage of administrators reporting no participation of nonpublic school pupils was definitely larger from small-budget projects ($25,000 and under) than from large-budget projects. As to frequency of participation, when nonpublic school pupils were involved, daily participation was reported by a larger number of administrators from projects of $50,000 or over. Overall, as the level of funding for projects increased, the per-

centage of daily involvement of nonpublic school students also increased. A large number of administrators from projects of $25,000 and under reported no involvement of nonpublic school staff members in inservice programs. However, across the board, from the standpoint of budget, there was a high incidence of noninvolvement of personnel from parochial and private schools. This incidence was at the eighty-percent level or higher, with the lowest-sized-budget projects reporting over ninety-percent noninvolvement.

G. Were Community or Other Agencies Involved?

Over one-half of the responding administrators made no response to this item. Of those responding, three times as many small-budget projects reported cooperation in contrast to large-budget projects. Moreover, where there was cooperation, it was generally reported as "Good." The percentage of administrators from large-budget projects who used this adjective was twice as large as small-budget administrators. Other title programs were reported as being involved. "Good" was the evaluative designation most often checked by all administrators regardless of project size. Other local, State and/or Federal agencies were reported as being involved with small-budget projects indicating this involvement was true more often with them than with large-budget projects. Use of university personnel was indicated. When there was a "Yes" that university personnel were used, the response

came more often from a small-budget project than from a large-budget project.

H. Was There Parental Involvement?

Parental involvement was definitely indicated as erratic by teachers. Administrators, regardless of budget size, indicated also that it was erratic. However, despite this, parental involvement was seen as beneficial by both groups.

I. Were State Supervisors Involved?

The higher percentage of "Yes" responses came from large-budget projects. State supervisors' services were uniformly rated as "Good" by all types of projects.

J. Single Most Important Criterion

The use of "below reading skills" was used more often as a criterion for placement in a Title I program by small-budget projects than by large budget projects.

K. Scholastic Performance

Projects of all budget levels indicated consistently that scholastic performance was accorded high concern. However, the collection of pre- and post-test data was more apparent in middle-sized budget projects. All projects indicated overwhelmingly that their students showed gains on national norms when tested.

L. Anticipated Results

Small-budget projects consistently anticipated longitudinal effects would result from Title I activities. Small-budget projects expected the dropout rate to be reduced, the employability of

students to be increased, and changes would be made in the general educational curriculum. Larger-project budgets did not report strongly their anticipation of longitudinal effects.

M. Economical Operation of Projects

All projects reporting clearly felt their programs had been operated in the most economical manner. All projects, likewise, registered a strong desire for the continuation of categorical aid to Title I programs.

N. Was In-service Training Provided?

Small-budget projects were more likely not to have in-service training provided than were large-budget projects. Large-budget projects provided in-service programs for their certificated personnel to a larger degree than was true for small-budget projects; however, the number of in-service activities reported by small-budget projects was significant.

O. Significant Problem Areas

The five most significant problem areas according to project budget size and total teacher response are listed according to rank order in Table 3. It is interesting to note funding levels, restrictions placed on the purchase of equipment and/or materials, and "paper work" appear in the rank order listings of the five most significant problem areas by all budget sizes.

TABLE 3 RANK ORDER OF SIGNIFICANT PROBLEM AREAS ACCORDING TO BUDGET SIZE AND TOTAL TEACHER RESPONSE

Problem Areas	$10,000 or Under	$10,001 $25,000	$25,001 $50,000	$50,001 and Over	Total Teacher Response
Funding	4	1	1	1	
Planning program treatment in terms of student needs	2				1
Paperwork	1	2	3	3	
Restrictions on purchase of equipment and materials	3	3	2	4.5	
Evaluation	5			4.5	5
Community and parental involvement		4		2	4
Staff			4		
Identification of student participants					2
Project planning time		5	5	4.5	3

The rank order summaries of Item V of the Illinois

Evaluation Narrative Report also substantiates these concerns:

What suggestion do you have for improving Title I? This could include State and/or Federal administration as well as the Act itself.

338	Raise funding levels
100	Allow additional equipment, material, or other purchases
62	Reduce paperwork
46	Provide more State-supported in-service training
31	Provide more dissemination of information
26	Favor general aid
16	Provide better identification of low-income families (i.e., use later census)
13	Provide consulting services
11	Require less Federal control

Other areas of concern were noted in the responses to Illinois

Evaluation Questionnaire Item L.

L. Rate each item according to degree of difficulty as encountered with your Title I program using the three categories given below:

"1" most severe problem, "2" less severe problem, and "3" no problem

NOTE: Results are presented on a point basis (see Section C for explanation)

Total Administrator Response:

1,399	Evaluation
883	Administration
1,092	Staffing
1,453	Funding
1,246	Involvement
196	Other
1,070	Dissemination (in and out)

P. Objectives of Title I Projects

The two objectives receiving the highest response by both administrators and teachers were:

1. Improve educational achievement of pupils
2. Change pupils' self-concept.

"Provide additional instructional materials and equipment" was the third highest ranked objective of both teachers and administrators.

Discussion

An analysis of responses from administrators and teachers of Title I programs suggests there are several phases of the projects which are underdeveloped and ought to be used to a greater advantage. More use, for example, ought to be made of citizens' advisory councils. If advisory councils are suggested in order to provide an input from "the citizen in the street," then the increased use of such councils would involve local citizenry, hopefully, to the benefit of local programs of compensatory education.

The move to formulate more advisory councils could be qualified where projects involving large budgets are concerned. These projects tended to feel advisory groups were not helpful. Whether the bureaucracy and possible lack of communication--often features of large operations--caused less acceptance of citizens' advisory groups could not be determined from the data.

The second underdeveloped component of Title I projects reported in this study was the area of teacher aides. Teacher aides were more often found in large-budget operations. Whether the supply of teacher aides is greater in locations receiving large-budget allocations, thus accounting for their heavy use, was not ascertainable from the data. Teacher aides selected from the neighborhoods in which the title programs are operative may be not only an economic asset to the community, but the aides themselves may bring a degree of understanding of the community and its children which may not be possessed by the regular staff.

Aides should be prepared for their assignments. Before the programs get underway, it seems advisable to give aides an overview of their assignments and responsibilities.

Title I programs are having a decided impact on other school programs. This impact should be welcomed and facilitated. One caveat should be expressed, however. This has to do with the reclassification of compensatory children. Administrators reported that over 3,000 pupils were reclassified as noncompensatory pupils. It was not ascertainable from the data whether this was a significant number. Caution, however, should be exercised in reclassification, especially if a recommendation to do so follows after a "one-shot" treatment program.

The problems of disadvantagement may necessitate a "total community" approach. In the light of this, it appears more community agencies should be involved in collaborative, supportive, and supplementary ways with Title I public schools and with nonpublic

schools as well. The need to establish a more prominent degree of cooperation and collaboration seems evident.

According to current literature, administrators and teachers need to incorporate consideration for the use of data from both the cognitive and affective domains for classifying, treating, and evaluating the progress of disadvantaged students.

Methods and means for involving parents in consistent and meaningful ways should be sought.

Recommendations

On the basis of the preceding findings, the following recommendations seem warranted:

A. Consideration should be given to the increased information and use of citizens' advisory councils in Title I projects.

B. Consideration should be given to the increased training and planned use of teacher aides in Title I programs.

C. Consideration should be given to involving increased numbers of nonpublic school pupils in Title I projects wherever applicable.

D. Consideration should be given to the development of increased in-service training programs. Eligible nonpublic school staff members should be urged to participate in such a program wherever applicable.

E. Consideration should be given to increased involvement of community and other agencies in collaboration with Title I projects.

F. Consideration should be given to the increased involvement of university personnel, where appropriate, with Title I projects.

G. Consideration should be given to means of increasing consistent parental involvement in Title I projects.

H. Consideration should be given to the use of nonscholastic criteria such as self-concept, for identifying possible Title I participants.

I. Consideration should be given to the collection and use of less traditional data, i.e., standardized tests to evaluate Title I programs.

J. Consideration should be given to the use of varied means of disseminating information about Title I projects.

K. Consideration should be given to analyzing project efficiency and cost effectiveness, perhaps through a "model" experimental program.

L. Consideration should be given to the development of a compensatory education "data bank" to facilitate longitudinal studies including project application summaries.

M. Consideration should be given to a systematic survey of nonpublic school participation.

N. Consideration should be given to determining the degree to which State and local funds are used to augment Title I programs.